

LDES – EPSY Establish Course

Effective Fall 2010

Establish course      EPSY 49525    Relational Learning in Education

## Transmittal Memo

This curriculum proposal includes:

The addition of a new course **EPSY 49525 Relational Learning in Education** to the College and Graduate School of Education Health and Human Services. This course was introduced and taught as Special Topics **EDPF 39595** for the past two years with a population of 15-25 students each semester. Both the content and structure of the course will be built and/or refined to be effectively taught in a graded seminar course format.

### **Need, Audience, and Precursors.**

The **EPSY 49525** course reflects Kent State University's 21<sup>st</sup> Century Philosophy, as it will provide undergraduate students with engaged learning experiences within and beyond the university community. The largely, discussion-based seminar course content will be supported by experiences that:

1. Validate student knowledge about learning through peer mentoring as students apply skills and foundational knowledge learned in previous courses. The guided mentoring experience will vary depending on mentors' experience. Students in the College of EHHS will mentor students in the **Educational Psychology 29525** course. Students who are outside of the College or have not taken 29525 will collaborate with the professor to create a mentor role.
2. Encourage students to grow in responsibility and professional identity through peer mentoring.
3. Raise awareness of education issues in a global society as KSU students develop their worldview through exposure to international and intercultural literature including multiple worldviews of teaching and learning found in national and international refereed journals and texts.
4. Engage students in global, national, and local learning communities using a dynamic mix of delivery methods. (e.g. in person and on-line discussion, video conferencing), collaborative relationships with teachers in Ohio and as far as Rome are being developed for these learning exchanges.

**Effect on Program and Fiscal Impact.** These additions will strengthen the undergraduate course offerings by providing (a) real world service learning experience for students to "give back" to the community of learners, (b) exposure to approaches to internationalizing education found in the international and intercultural literature, (c) guided virtual and/or in person opportunities to interact with students and teachers at the regional, national and global communities, (d) opportunity for undergraduates to engage in research projects led by Educational Psychology faculty. No negative fiscal impact is anticipated.

**Alternatives and Consequences.** The alternatives are having **LDES** course offerings that are (a) limited in international and intercultural content (b) limited in

coursework that considers the internationalization of education, and (c) fewer available engaged-learning experiences that prepare KSU students for the 21<sup>st</sup> century.

**Evidence of learning.** Undergraduate students will demonstrate knowledge of international approaches to teaching and learning; relational learning approaches to education; and current literature on educational issues in the world through discussion (in person and on-line) and writing assignments including an annotated bibliography. Professional identity will be supported through engaged learning opportunities in peer mentoring and faculty-led research.

PROPOSAL APPROVED BY DEPARTMENT CURRICULUM COMMITTEE ON OCTOBER 7, 2009

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **28-Aug-09** Curriculum Bulletin \_\_\_\_\_

Effective Date **Fall 2010** Approved by EPC \_\_\_\_\_

Department **LDES**  
 College **EH - Education, Health and Human Services**  
 Proposal **Establish Course**  
 Course Subject **EPSY** Course Number **49525**  
 Course Title **Relational Learning in Education**  
 Minimum Credits **3** Maximum Credits **3**

- |  |  |   |
|--|--|---|
| Checked items<br>are new<br>or revised | <input checked="" type="checkbox"/> Subject            | <input type="checkbox"/> Cross-Listed / Slash                 |
|  | <input checked="" type="checkbox"/> Number             | <input checked="" type="checkbox"/> Grade Rule                |
|  | <input checked="" type="checkbox"/> Title              | <input type="checkbox"/> Credit by Exam                       |
|  | <input checked="" type="checkbox"/> Title Abbreviation | <input checked="" type="checkbox"/> Course Content            |
|  | <input checked="" type="checkbox"/> Credit Hours       | <input type="checkbox"/> Liberal Education Requirements (LER) |
|  | <input type="checkbox"/> Prerequisites                 | <input type="checkbox"/> Writing-Intensive (WIC)              |
|  | <input checked="" type="checkbox"/> Description        | <input type="checkbox"/> Diversity                            |
|  | <input checked="" type="checkbox"/> Schedule Type      | <input type="checkbox"/> Other                                |

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):  
**Not applicable**

Units consulted (other departments, programs or campuses affected by this proposal):  
**Early Childhood, Curriculum and Instruction, Cultural Foundations, Psychology (see attached messages)**

### REQUIRED ENDORSEMENTS

|  |             |
|--|-------------|
| <i>H. Nellmann-Jenkins</i>                                     | 12 / 4 / 09 |
| Department Chair / School Director / Campus Dean               |             |
|  | _ / _ / _   |
| College Dean   |             |
|  | _ / _ / _   |
| Executive Dean of Regional Campuses / Dean of Graduate Studies |             |
|  | _ / _ / _   |
| Senior Vice President for Academic Affairs and Provost         |             |

# BASIC DATA SHEET

**Complete all fields. Data entered below should reflect new/revised information.**

Preparation Date **28-Aug-09** Requested Effective Term **Fall 2010**  
 Course Subject **EPSY** Course Number **49525**  
 Course Title **Relational Learning in Education**  
 Title Abbreviation **Relational Learning In Educ**  
 NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)

Slash Course   /  /   Cross-listed with \_\_\_\_\_ Cross-list Banner code \_\_\_\_\_  
 4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.

Minimum Credit **3**  to  or Maximum Credit **3** (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)  
 Contact Hours  Lecture Minimum Hours \_\_\_\_\_ to \_\_\_\_\_ or Maximum Hours \_\_\_\_\_  
 Per Week  Laboratory Minimum Hours \_\_\_\_\_ to \_\_\_\_\_ or Maximum Hours \_\_\_\_\_  
 Other Minimum Hours **3.00**  to \_\_\_\_\_ or Maximum Hours **3.00**  
 NOTE: Contact hours should be per week.

Repeat Status **RP - Course may be repeated**  
 If repeats, course limit **3** OR maximum hours \_\_\_\_\_

Course Level **UG - Undergraduate**

Grade Rule **B - Letter**

Schedule Type(s) **SEM - Seminar**

Course Attribute(s) **none**

Credit By Exam **N - Credit by Exam Not Approved**

## COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

### Prerequisite

Course(s)

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s)

Registration is by special approval only  Yes  No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration **Special Approval**

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code \_\_\_\_\_

OBR Subsidy Code \_\_\_\_\_

OBR Course Level \_\_\_\_\_

CIP Code \_\_\_\_\_

Catalog Description **Seminar focuses on relational learning approaches to education, international approaches to teaching and learning, and current literature on educational issues throughout the world. Professional identity will be supported through engaged learning opportunities in peer mentoring and faculty-led research.**

(do not include prerequisites)

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start \_\_\_\_\_ Term End \_\_\_\_\_ NOTE: To be completed by Curriculum Services.

## Content Outline (include contact hours for each section)

| Contact Hours | Outline  |
|---------------|--|
| 10.00         | <b>Social constructionist theory as it applies to educational practices throughout the world</b>   |
| 6.00          | <b>Professional literature (text and refereed journal articles) examining the roles of the teacher and learner in strengthening practice through cognitive apprenticeship.</b> |
| 6.00          | <b>Cross cultural, race, and gender differences in learning experiences as presented in refereed international education journals.</b>   |
| 5.00          | <b>The role of 'context' in educational issues from historical, ethical and geographical perspectives.</b>   |
| 8.00          | <b>Approaches established in the literature regarding the internationalization of education throughout the world.</b>  |
| 3.00          | <b>Current 'successful' models of learning present in the media that may better serve the learner in a global society.</b>   |
| 4.00          | <b>Application of skills and foundational knowledge through peer mentoring experience.</b>   |
| 3.00          | <b>Engagement in faculty-led research project.</b>   |

**45.00** Total Contact Hours

Textbook(s) Used in this Course

Yendel-Hoppey, D. and Fichtman Dana, N. (2007). *The reflective educator's guide to mentoring: Strengthening practice through knowledge, story, and metaphor*. Gergen, K. (2009) *Relational being: Beyond self and community*. Readings from international refereed education journals and books pertaining to social constructionist approaches to education throughout the world.

Writing Expectations

A series of papers that demonstrate knowledge of current educational issues throughout the world and critique relational learning literature through an annotated bibliography.

Instructor(s) Expected To Teach

**Educational Psychology faculty**

Instructor(s) Contributing to Content

**Chris Was, Susan Miller, and Anne Morrison**

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**REQUIRED ENDORSEMENT**

*H. Dalbrunn Jenkins*

Department Chair / School Director / Campus Dean

12 / 4 / 09